

Personnel

ATTACHMENT

GENERAL ROLES OF PARAPROFESSIONAL DISCIPLINES

Paraprofessional personnel are to perform all roles under the direction and supervision of a professional in their discipline.

- A. **ASSISTS IN CHILD FIND ACTIVITIES.**
 - (1) Assists in screening infants/toddlers for potential eligibility for early intervention services.
 - (2) Assists in the referral of a potentially eligible infant/toddler to the designated Point of Entry (POE).
- B. **ASSISTS IN THE ASSESSMENT OF THE CHILD AS A MEMBER OF THE EARLY INTERVENTION TEAM.**
 - (1) Assists in using developmentally and culturally appropriate assessment tools and methods to determine the child's strengths and needs.
 - (2) Assists in assessing environmental factors related to the development of the child with the family through interviews, observations, and use of appropriate tools.
 - (3) Assists in sharing assessment results with the family and other team members in non-technical and easily understood language that is appropriate to the family's level of education and culture.
- C. **ASSISTS IN PROVIDING FAMILY-CENTERED AND FAMILY-GUIDED SERVICES THAT PROMOTE INDEPENDENCE AND SELF-DETERMINATION.**
 - (1) Acknowledges family strengths, individual family characteristics and relationships, and different methods of family functioning as related to the child's needs in a non-judgmental manner.
 - (2) Assists the family in identifying their resources, priorities, and concerns.
 - (3) Assists in developing intervention options, strategies, and procedures with the family that build on the child's strengths and the family's resources, that fit into the family's routines, that are culturally appropriate for the family, and that enhance the family's ability to function as their child's primary caregiver.
 - (4) Assists in sharing complete and unbiased information with the family on a continuing basis and in a supportive manner.

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- (5) Serves as a resource to the family.
- (6) Assists in enhancing the family's ability to identify, access and use community supports/ resources/services and promotes their independence in doing so.
- (7) Assists in facilitating family-professional partnership and collaboration.

D. ASSISTS IN MEETING THE IDENTIFIED NEEDS OF THE CHILD AND THE FAMILY AS A MEMBER OF THE EARLY INTERVENTION TEAM.

- (1) Assists in developing an Individualized Family Service Plan (IFSP) to address the identified needs of the child and the family, to promote wellness, and to prevent secondary disabilities in the child.
- (2) Assists in delivering services as a member of an early intervention team in collaboration with the family and as defined by the IFSP, i.e., carries out protocols and integrates objectives during intervention as recommended by team members of other disciplines to enhance the functioning and participation of the child in natural environments and/or to prevent regression or secondary problems.
- (3) Assists in coordinating services with team members and with other agencies/programs and may serve as primary service coordinator when designated through team decision-making processes.
- (4) Assists in monitoring the progress of the child and family towards achievement of the outcomes identified in the IFSP and in revision of the IFSP to assure that services are appropriate and necessary.
- (5) Assists in planning for and implementing the transition of the child and family between settings and assists the family with transitional issues.

E. ASSISTS IN PROVIDING INFORMATION AND TRAINING TO THE FAMILY, OTHER TEAM MEMBERS, AND THE COMMUNITY.

- (1) Assists in serving as a resource to the family and to other team members regarding information and methods/techniques specific to his/her own discipline that will promote the development of the child and/or prevent regression and secondary problems.
- (2) Assists in supervising and instructing volunteers.
- (3) Assists in providing inservice training to families, caregivers, volunteers, and the community.

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- (4) Promotes public awareness of early intervention services and utilization of them by eligible infants/toddlers and their families.
- F. USES CURRENT BEST PRACTICES IN PROVIDING QUALITY SERVICES TO INFANTS/TODDLERS WITH DISABILITIES AND THEIR FAMILIES AND ASSISTS IN EVALUATING THE EFFECTIVENESS AND EFFICIENCY OF THE PROGRAM/SERVICES ON A REGULAR BASIS.
 - (1) Implements intervention methods that are based on current recommended practices of the profession.
 - (2) Assists in reviewing the quality and appropriateness of individual programs and of total services delivered, using predetermined criteria.
 - (3) Identifies his/her own professional development needs in consultation with a supervisor and participates in staff development, consultation, and professional and collaborative activities to meet these.
 - (4) Maintains documentation of services provided and progress towards outcomes consistent with agency and established guidelines.
- G. UPHOLDS ETHICAL AND LEGAL STANDARDS.
 - (1) Safeguards the legal rights of the child and family.
 - (2) Complies with established agency standards.
 - (3) Complies with established state and federal standards related to early intervention services.
 - (4) Complies with ethical and established standards of the discipline/profession.
 - (5) Reports child abuse and/or neglect to the appropriate authorities, when suspected or indicated.
- H. ASSISTS IN ADVOCATING FOR A HIGH QUALITY SERVICE DELIVERY SYSTEM.
 - (1) Assists in identifying service delivery gaps.
 - (2) Assists in advocating for resources needed by families that are not readily available in the community.
 - (3) Assists in enhancing families' abilities in self-advocacy.

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- (4) Assists in changing societal attitudes, belief systems, expectations, and stereotypes regarding the needs of infants/toddlers and their families.